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ABSTRACT

This abstract bibliography cites approximately 100 ERIC documents and journal articles, all dating from 1977 or 1978, concerning day care for children. Seven broad topics are covered: program planning and management; staff characteristics, roles and training; parent values and involvement; special types of day care (including school age day care, infant/toddler day care, drop-in or crisis care, and campus day care); research on the effects of day care on children; federal and state policies and standards; and day care in countries other than the United States. Each document or article is listed under its major focus, although it may include information on one or more of the other topics as well. Document citations, drawn from "Resources in Education (RIE)," include abstracts of up to 200 words. Article citations are drawn from "Current Index to Journals in Education (CIJE)"; most include brief annotations. Information for obtaining each document or article is provided either in the citation or at the end of the bibliography. (Author/MP)

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DAY CARE UPDATE: PROGRAMS, POLICY AND RESEARCH.
AN ERIC ABSTRACT BIBLIOGRAPHY

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INTRODUCTION

This bibliography cites approximately 100 ERIC documents and journal articles, all dating from 1977 or 1978, concerning day care for children. Seven broad topics are covered: program planning and management; staff characteristics, roles and training; parent values and involvement; special types of day care (including school age day care, infant/toddler day care, drop-in or crisis care, and campus day care); research on the effects of day care on children; federal and state policies and standards; and day care in countries other than the United States. Each entry is listed under its major focus, although it may include information on one or more of the other topics as well.

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TABLE OF CONTENTS

I. Program Planning and Management	1
II. Staff Characteristics, Roles and Training	7
III. Research: The Effects of Day Care on Children	12
IV. Parents and Day Care	15
V. Special Types of Day Care	18
A. School Age Day Care	18
B. Infant/Toddler Day Care	20
C. Drop-in/Crisis Care	21
D. Campus Day Care	22
VI. Policy and Standards	23
VII. Day Care in Other Countries	33
VIII. General Topics	36

I. PROGRAM PLANNING AND MANAGEMENT

EJ 183 302

Design for Daycare--An Architecture of Its Own.

Passantino, Richard J.

CEFP Journal, 16, 3, 4-9 May-Jun 78

Two recently constructed centers for the care of young children illustrate the concern of the directors and governing boards of both centers to achieve something unique in the environmental design of these spaces that would stimulate the learning and visual experiences of young children.

EJ 178 153

Toy Lending Library: Linking Home and School.

Duff, R. Eleanore; And Others

Young Children, 33, 4, 16-22 May 78

Describes the development of a preschool toy-lending library which makes materials available for center children's home use on weekends. Planning, physical organization, procedures, policy and recordkeeping aspects are described in detail, and the significance of the library in terms of parent-child, parent-teacher and teacher-child interaction is discussed.

EJ 178 118

Resource Development for Day Care.

Levine, James A.

Day Care and Early Education, 5, 3, 38-9 Spr 78

Introduces ten ideas for free or low-cost resources which can help stretch day care or early-education budgets.

EJ 174 040

Special Feature: How to Equip a Day Care Center, Part II.

Malehorn, Hal

Day Care and Early Education, 5, 2, 6-7, 9-13 Win 77

Discusses what to consider when purchasing basic equipment and books for a preschool program. Book title suggestions are given and materials suppliers listed.

EJ 164 809

Health Services and Needs in Day Care Centers.

Chang, Albert; And Others

Child Welfare, 56, 7, 471-4/8 Jul 77

A survey of health services in a group of licensed day care centers indicates a general lack of written guidelines, failure to have a designated health coordinator, and a serious paucity of nutrition and dental education programs.

EJ 164 761

Planning for Fire Safety.

Collins, Ruth Harvey

Young Children, 32, 5, 29-32 Jul 77

Presents information on fire prevention, fire safety inspection and fire evacuation planning that child care directors and staff should be aware of.

EJ 165 429

Nutrition Education in Day Care.

Karsch, Brearley B.

Journal of Home Economics, 69, 4, 14-17 Sep 77

Discusses aspects of providing nutrition education to young children including staff preparation, benefits to the children, teaching techniques, the home economists' role, and licensing.

EJ 168 307

Mesa: A For-Profit Center.

Galinsky, Ellen; Hooks, William H.

Day Care and Early Education, 5, 1, 31-35, 41 F 77

Describes the history, program, staffing, facilities, and funding of a for-profit day care center.

EJ 168 304

A Class Project.

Malehorn, Hal

Day Care and Early Education, 5, 1, 7-11 F 77

Describes an assigned project for an early childhood seminar in which students planned and chose equipment for a hypothetical, quality day care program.

EJ 162 737

Cost Benefit Analysis: A Real Fund-Raiser.

Bernard, Jack Armand

Day Care and Early Education, 4, 3, 21-23, 46 Jan-Feb 77

Presents cost benefit analysis as an alternative argument to use in requests for program funding.

EJ 162 734

The Need for Nutrition: In the Day Care Center.

Quigley, Robert D.

Day Care and Early Education, 4, 3, 8-11, 46 Jan-Feb 77

Describes and evaluates a nutrition education program for preschoolers.

ED 156 357

Concept Paper on Health and Safety Issues in Day Care. Final Manuscript.

Pizzo, Peggy; Aronson, Susan S.

77 241p. Not available in hard copy due to marginal legibility of original document; For related documents, see ED 149 861 and ED 156 339 - ED 156 359; Page 109 missing from document.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

This report discusses the existence and prevention of major health and safety risks for children in day care and makes recommendations for the federal interagency day care requirements (FIDCR) concerning health and safety. Section I describes varying concepts of risk related to probability and to possibility of adverse events, and discusses assumptions about risk made by insurance, legal and lay sources. Section II presents evidence which delineates the major risks to health and safety of young children, in terms of both frequency of incidence and potential severity of outcome. Risks discussed include motor vehicle and pedestrian accidents, fires and burns, falls, suffocation and ingestion, drowning, infectious disease, malnutrition, dental disease, lead absorption, hearing loss, developmental and speech disabilities, allergies, vision problems and genetically transmitted disease. Section III discusses four internal program characteristics and four outside resources which help prevent or minimize risks described in section II. Later sections survey current health and safety practices in day care, discuss three options for a federal role in minimizing risks, and offer recommendations pertaining to federal regulation and areas for further research.

ED 156 325

Cost and Quality Issues in Day Care: A Practical Approach to Assessment.

(A Working Paper).

Settles, Barbara H.; Cripps, Jean Helmkamp

Aug 77 55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Cost and quality issues are analyzed as they relate to provision of group day care. A series of assessment tables for self-evaluation of centers is presented. Three specific aspects are considered: cost of care, quality of care delivered to children and staff use in day care centers. Cost analysis focuses on: (1) the total cost of care per child-day and (2) the cost of salaries of personnel involved in child care per child-day. Staff use information is obtained through: (1) a day care center task survey, (2) a teacher task survey, and (3) a child care task survey. Quality of care is assessed by an analysis of: (1) the near environment of the child, (2) child-teacher interaction, and (3) exhibition of child curiosity. The instruments have been field tested and descriptions of the tests are given. The emphasis is on functional assessment which can lead to program and administrative changes which are cost-effective without endangering quality of life for children. Copies of the self-analysis procedure, teacher task survey, day care task survey, child care task sheet, near environment inventory, teaching staff summary and cost analysis work sheet are included.

ED 153 710

The Need for Privacy and the Application of Privacy to the Day Care Setting.

Jacobs, Ellen

Nov 77 30p

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This paper, focusing on young children's need for privacy, describes a study conducted to determine the manner in which children in day care centers resolve the problem of reduced space and time for privacy. A pilot study revealed that children displayed three privacy seeking behaviors: (1) verbal and nonverbal territorial behavior (use or defense of a delimited space or object as an exclusive preserve); (2) verbal and nonverbal defense of personal space (an effective boundary control mechanism which regulates the intensity of communications with others); (3) verbal and nonverbal physical privacy seeking (physical separation from others by placing visible barriers between self and others). These privacy seeking behaviors form a matrix of types for observation within each of the four activity areas studied: the block and sand area, the play-dough and house-keeping areas, the games area and the alley. Sixty children aged 3 to 5 years were observed over a period of three months in each of the four areas in the morning and afternoon free play periods. Overall results indicated that: (1) age was not a significant factor in the mode of expression of privacy seeking in this particular age group; and (3) privacy seeking behavior was influenced by the activity area and the time of the day. Privacy implications for teaching and programming in day care settings are examined, and specific kinds of settings recommended.

ED 153 700

FRAC's Guide to the Child Care Food Program.

Food Research and Action Center, New York, NY

23p. Available from FRAC, 2011 Eye Street, N.W., Washington, D.C. 20006 (\$0.75)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This guide presents information on the child care food program (CCFP), a federal program in which funds are made available to child care centers and family day care homes to assist them in providing nutritious meals to the children in attendance. In an effort to encourage community participation in the program, information is presented on 22 specific aspects of the CCFP, such as what centers are eligible, what meals can be served, who pays for the meals, what the requirements are for participating in CCFP, how a center can apply for the CCFP and how centers are reimbursed for the meals they serve. Also included are listings of the state food service directors, USDA regional and national offices, and IRS district offices and a reprint of the USDA meal requirements.

ED 149 870

The Child Development Program Evaluation: Its Past, Present, and Future.
Douglas, Earl D.; And Others

Dec 77 129p. Paper presented at the American Public Welfare Associations National Conference (Washington, D.C. December 1977); Not available in hard copy due to marginal legibility of original document and small print size of appendices.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

This paper describes the child development program evaluation (CDPE) instrument designed to assess the overall operation and quality of all title XX day care services in Pennsylvania. The administrative organization of child welfare services in Pennsylvania and the regionalized structure of day care services within this organization are described. Until 1976 there was little coordination of the licensing and monitoring of day care services between regions. The CDPE instrument was developed to provide a consistent evaluation of all day care services. The CDPE instrument is divided into four parts. Part 1, to be completed by the regional program specialist before the on site review, includes a list of forms and documents to be used in the review. Part 2 contains one questionnaire to be completed by the center director or another appropriate staff member and a second questionnaire to be completed by the chief officer of the center's governing body. Part 3 consists of questions related to records and files kept by the center and a questionnaire for parents. Part 4 consists of the site tour information and two caretaker interviews. The content of the instrument covers 16 areas related to the child care services such as administration, health care, physical environment, transportation, special services. All of the forms used in the evaluation are included with the paper.

ED 145 925

Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs.

Aikman, William F.

Sep 77 99p. Available from ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 168, \$4.60)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This guide for providers of day care services presents information on business regulations and other legal considerations affecting for-profit and not-for-profit day care programs. Three basic topics covered are: (1) choosing the type of organization (sole proprietorship, partnership or cooperation), (2) forming the organization, and (3) operating the program. The chapter on organization types describes each type in terms of general characteristics, ease of operation, nature and extent of liability, and tax status. The following chapter presents a step-by-step description of formation procedures for each type of organization, as prescribed by state laws. Chapters on program operation cover financial procedures (including social security and tax requirements), tax exemption, personnel policy,

contracts, and insurance (including workman's compensation, fidelity bonds, and health, liability, automobile, unemployment, and fire and theft insurance). A final chapter considers issues of liability resulting from accidents or other types of torts, or from breaches of contract, in terms of legal relationships among staff members, director and board of directors.

ED 143 445

Business Use of Residence for Day Care Services. Report Together with Additional Views Submitted by Mr. Ullman, From the Committee on Ways and Means, House of Representatives, Ninety-Fifth Congress, First Session to Accompany H.R. 3340.

Apr 77 15p. Not available in hard copy due to marginal legibility of original.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

This booklet contains the report from the House of Representatives Committee on Ways and Means on the amendment to the internal revenue code which would allow taxpayers an income tax deduction for the business use of any part of their residence for day care services, whether or not that part is exclusively used for day care. Included in the report are: (1) a summary of the amendment; (2) a discussion of the present law, a statement of reasons for change, and an explanation of the new provision; (3) a statement of the effect of the bill on the budget; (4) the vote of the committee in reporting the bill; (5) committee findings on related matters required to be discussed under house rules; (6) the text of changes in existing law made by the bill as reported; and (7) the additional views of Hon. Ken Holland.

II. STAFF CHARACTERISTICS, ROLES AND TRAINING

EJ 172 340

The Burn-Out Syndrome in the Day Care Setting.

Maslach, Christina; Pines, Ayala

Child Care Quarterly, 6, 2, 100-13 Sum 77

Results of a study of personal job-stress factors among day care center personnel focus on impact of staff-child ratio, working hours, time out, staff meetings and program structure. Recommended institutional changes for prevention of staff "burn-out" involve reduction in amount of direct staff-child contact, development of social-professional support systems and training in interpersonal skills.

EJ 171 179

Day Care Workers in the Prevention Process: A Study of Their Orientation for Children and Implications for Day Care Training.

Shell, Nina J.; James, Susan

Canadian Counselor, 11, 3, 131-3 Apr 77

Prevention as a concept can be applied to a population closely associated with children: that of day care workers. This study outlines typical problems and concerns of workers as well as several important parameters of the day care work world.

EJ 168 355

Paraprofessional Social Workers in Day Care.

Peterman, Phyllis Johnson

Child Welfare, 56, 8, 519-525 Sep/Oct 77

Describes an 8-week, inservice, college-level course for paraprofessional social workers employed in day care centers. Bi-weekly classes, supplemented by on-site observation and consultation, covered child development, attitudes, systems, resources, roles and practice skills. Opportunities were also provided to test roles and techniques on the job.

EJ 162 777

Child Abuse: How Caregivers Fight Back.

Martenson, Judith H.

Day Care and Early Education, 4, 5, 26-27, 40 May/Jun 77

Discusses the role of day care teachers in reporting child abuse and neglect.

EJ 162 740

The Effects of Day Care Experiences on Male Caregivers and Their Female Colleagues.

Bush, Carol T.; And Others

Day Care and Early Education, 4, 3, 32-33, 42 Jan/Feb 77

EJ 162 736

A Revised Work-Week for Caregivers.

Hatch, Nan

Day Care and Early Education, 4, 3, 15-16, 42 Jan/Feb 77

Describes a rotating schedule for day care teachers that reduces the number of working days, thus avoiding the built-up stress that appears to result from working too many days a year with young children.

ED 156 350

The Relationship of Staffing Characteristics to Child Outcomes in Day Care.

Oyemade, Ura Jean; Chargois, Michele

77 72p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This paper presents evidence of the need to apply specific levels of competence to day care center staff, and describes the impact of these levels of competence on the children receiving care. Nine categories of staff necessary for quality day care are discussed and the duties of each are outlined. The categories are center director, director of social services, coordinator of volunteers, coordinator of parent activities, director of nutrition, health personnel, custodial staff, teachers and teacher aides. A discussion of the experience and training requirements of direct caregivers covers the following areas: traditional training, non-traditional training, competence-based training and certification. Finally, the paper examines the impact of staff personality characteristics and behavior on the development and academic achievement of children. This examination focuses on the age, warmth, gratification derived from interaction, emotional maturity, aspects of personal history, and certain aspects of the experience of the staff. Staff:child ratios are considered an important variable in the development of the child. The development of a screening process for hiring staff and the development of criteria for judging the competence of the on-going staff are recommended.

ED 156 341

Staffing Characteristics and Child Outcomes. Executive Summary.

Meyer, William J.

Jan 77 78p. Filmed from best available copy. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This review of research literature explores the possible harmful effects of day care programs on children's health and physical development, motor development, cognitive development, and social and emotional development, and suggests how variations in staff/child ratios may influence these effects. Two broad categories of conditions are identified as being

harmful to children: directed techniques in which the caregiver is being actively harmful and general sensory deprivation which can be active but often takes the form of benign neglect. Findings indicate harm is an elusive concept: children can be harmed physically, but psychological harm requires severe deprivation over extended periods of time before consequences become irreversible. Child/staff ratios are examined in relation to child characteristics, setting (family-style or center-based), program philosophy, caregiver characteristics, and level of standards (for minimal vs. optimal quality programs). Findings indicate that low child/staff ratios tend to produce quieter, less aggressive children who perform better on standardized tests. It is suggested that the federal interagency day care requirements (FIDCR) should focus on specifying the actual number of children working with a caregiver, rather than an overall ratio of all children to all caregivers in a program.

ED 156 324

Report of the Child Care Training Needs Assessment.

Poresky, Robert H.; Dirggers, Jo Ann M.

May 78 48p.

EDRS Price MF-\$0.83 HC-\$ 2.06 Plus Postage

The findings of a day care training needs assessment survey conducted in the state of Kansas by the Day Care Training Systems Project comprise the body of this report. Questionnaires were distributed to child care providers and agency personnel with child care responsibilities. Child care providers included both family and center providers, while agency personnel included staff from the Department of Social and Rehabilitation Services and the Kansas State Department of Health and Environment. The results of the survey indicated a need for resources and training for child care providers in the state including family day care home providers, relative providers and child care center providers. An interest in attending a workshop for child care providers was also indicated, and providers and agency personnel rated the following workshop topics as most important: the day care professional, discipline and guidance, children in families with separation, divorce, physical and emotional disturbances, child abuse and neglect, building the child's self-concept, first aid, creating a safe and healthy environment, development of the preschool child, children's play as a learning experience, identifying and caring for the child with special needs, relationships with parents, parental roles and responsibilities, preparing, serving and planning nutritious meals and snacks, planning and organization, and activities and daily schedule. Copies of the survey instruments are included in Appendix A.

ED 149 863

Family Day Care Associations in the South: Training for Child Care Project.
Southern Regional Education Board, Atlanta, Ga. Training for Child Care Project.

77 36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This report summarizes issues discussed at an invitational meeting on family day care associations sponsored by the Southern Regional Education Board. Participants in the meeting included the presidents of six family day care associations from Tennessee, Georgia, Florida and Alabama. Also included were representatives from the Children's Foundation, an organization concerned with the provision of food programs for children, and from Texas Child Care '76, a child advocacy organization attempting to foster the development of family day care in Texas. The report focuses on the role of family day care associations, professional organizations of family day care providers. Included in the report are descriptions of the development of the six associations represented at the meeting. Activities of the associations are described and problems and issues facing family day care providers are discussed. Also included is a discussion of issues involved in the purchasing of family day care services by state agencies. The final section of the report presents ideas for fostering the development and maintenance of family day care associations.

ED 148 484

Provider Services Network Project. Draft Final Report.
Urban and Rural Systems Associates, San Francisco, Calif.
Mar 77 112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

This draft report on the development and testing of a child care provider services network (PSN) model in Santa Clara County, California, includes a handbook (manual to optimize a PSN) designed to provide the state department of education and regional or local child care coordinating agencies with information needed to develop PSN optimization projects in other counties. (Santa Clara County had 25,000 children in licensed child care and 5,000 in unlicensed, with 2,000 licensed family day care homes and over 350 child care centers.) Project description, findings and recommendations accompanying the manual cover PSN goals and functions and emphasize state department of education encouragement of local responsibility for directing change efforts. The first section of the manual describes: the Santa Clara PSN; the existing interrelationships among child care providers and the individuals and organizations providing them with resources; four component roles in the PSN model (providers, resource agents, facilitators and network managers); and strategies for optimizing a PSN involving use of organizational assistance, demonstration and pilot programs, training and technical assistance, research and policy analysis, and public education. The manual's second section deals with the necessity for a change agent, and the third section discusses the optimization process.

ED 144 681

Ethical Issues in Working with Young Children.

Katz, Lilian G.

Oct 77 49p.

Available from ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #169, \$1.50).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This paper discusses several types of ethical problems encountered by day care and preschool workers, and suggests guidelines for developing a code of ethics for early childhood practitioners. Topics discussed include the meaning of a code of ethics; the need for such a code for early childhood practitioners; examples of ethical problems involving parents, children, colleagues and employing agencies; and steps that may be taken towards developing a code of ethics.

III. RESEARCH: THE EFFECTS OF DAY CARE ON CHILDREN

EJ 179 647

The Effects of Day Care on Attachment and Exploratory Behavior in a Strange Situation.

Roopnarine, Jaipaul L.; Lamb, Michael E.

Merrill-Palmer Quarterly, 24, 2, 85-95 Apr 78

A group of 3-year-old children were observed in a strange situation immediately prior to admission to day care and again three months later. Their behavior was compared with that of a control group, matched in all respects except for the fact that their parents had no plans to enroll them in day care.

EJ 178 199

Day Care and Attachment.

Portnoy, Fern C.; Simmons, Carolyn H.

Child Development, 49, 1, 239-42 Mar 78

The attachment behavior of 35 white, middle-class 3 1/2- to 4-year-olds who had experienced different rearing histories was observed through a series of standardized episodes involving separations and reunions with the mother and a stranger.

EJ 176 095

Initiating Day Care at Three Years of Age: Effects on Attachment.

Moskowitz, Debbie S.; And Others

Child Development, 48, 4, 1271-6 Dec 77

The Ainsworth-Wittig strange situation was used to compare 12 42-month-old children with approximately 6 months of day care experience to individually matched children who had not had group child rearing experience. Results did not support the idea that day-care experience impairs attachment to the mother.

EJ 168 294

Infant Day Care and Attachment Behaviors Toward Mothers and Teachers.

Farran, Dale C.; Ramey, Craig A.

Child Development, 48, 3, 1112-16 Sep 77

EJ 156 108

The Effects of Infant Day Care on Psychological Development.

Kagan, Jerome; And Others

Evaluation Quarterly, 1, 1, 109-42 Feb 77

This investigation assessed the psychological effects of an experimentally conducted day care program on Chinese and Caucasian children from 3.5 to 29 months. Data from the last two assessments, at 20 and 29 months, revealed little difference between the day care and home control children in cognitive functioning, language, attachment, separation protest, and play tempo.

ED 156 348

The Effects of Day Care on Preschoolers and the Provision of Support Services for Day Care Families.

Heinicke, Christoph M.; Strassmann, Larry M.

Jul 77 42p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359; Reproduced from best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This paper focuses on aspects of the day care experience of the pre-schooler which might be changed through licensing revisions in an attempt to improve the developmental potential of the child and his or her family. Section I reviews research examining the effects of the typical day care experience on the immediate and long-term development of the preschool child and family. While long-term effects cannot be reliably determined due to a lack of evidence, studies of short-term effects do not exhibit either a positive or a negative effect. Short term effects are documented through an analysis of developmental variables such as intellectual development, relationship to peers, task orientation, modulation of aggression, and the ability to make the transition from the primary caretaker to new relationships. Section II reviews research pertaining to the influence of parent-child interaction on the child's day care experience, and emphasizes steps which can be taken to promote the quality of that parent-child interaction. Three forms of family intervention are discussed: (A) training to promote mother-child verbal interaction around a cognitively stimulating task, (B) a social work approach to promote the competence of the parent as a parent and as a person, and (C) various parent education efforts. The social work approach is further examined in the context of day care, and licensing revisions which facilitate the availability of such family services are suggested. Finally, four functions of social workers involved in day care services are outlined.

ED 156 340

Effects of Infant Day Care Experience on Behavior and Development: Research and Implications for Social Policy.

Ricciuti, Henry N.

Oct 76 62p. Filmed from best available copy. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This paper reviews major research dealing with the effects of infant/toddler day care on the useful research implications for those concerned with providing high quality group care for infants outside the home. A brief examination of major analytic issues dealing with the problem of developmental effects of infant day care focuses on variations in program objectives, the problem of defining and measuring the effects of the day care experience on children, and interpretive problems concerning the relationship between particular day care experiences and specific outcomes

in children and families. A review of major research findings in the context of the above issues comprises the largest section of the paper. The review is organized around three primary categories which are affected by the day care experience: (A) intellectual or cognitive outcomes, (B) parent-child relationships, particularly maternal attachment, and (C) social relationships with other adults and peers. Final sections briefly summarize some of the principal research findings on the effects of infant/toddler day care and the implications of these findings for day care policy. Proposed are specific guidelines and policies to ensure quality day care which is supportive and facilitative of early child development and parent-child relationships. A concluding section discusses appropriate roles which could be played by the federal government in supporting early child care.

ED 156 308

Infant-Toddler Group Day Care: A Review of Research.

Kilmer, Sally

Dec 77 84p. Filmed from best available copy.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Research conducted in the United States and Canada on the effects of group care outside of family settings for 20 or more hours per week on a regular basis shows few differences between day care and home reared children on four major variables: attachment, social interactions, cognitive development, and physical health. Of nine studies of attachment, only one found significant negative effects for day care children and two replications of the design of this study did not confirm its results. In the area of social interaction, day care children were found to be less interested in strange adults but more socially active with familiar peers than were the home reared children. Infant and toddler day care generally facilitated cognitive development especially for lower working class children. In regard to the health of children, the consensus of physicians associated with day care programs is that there are no serious medical consequences of day care if the center maintains adequate space, sanitation, staff, and medical supervision. Research aimed at investigating the effects of day care has been global, directed primarily at the identification of differences between the two groups, and the children studied were attending primarily university-affiliated programs. It seems time to move on to more refined hypotheses which reflect the range of children, families, programs, and developmental phenomena available in day care settings.

IV. PARENTS AND DAY CARE

EJ 177 381

Helping Parents Select Quality Day Care Through the Use of a Guide.
Endsley, Richard C.; Bradbard, Marilyn R.
Family Coordinator, 27, 2, 167-72 Apr 78

This paper summarizes a project designed to develop and field test a guide to aid parents in selecting quality day care for their children. Field testing revealed that the guide is both reliable and useful.

EJ 164 827

Value Imposition in Day Care: Fact, Fancy, and Irrelevant.
Horner, William C.
Child Care Quarterly, 6, 1, 18-29 Spr 77

A questionnaire addressed to 70 parents and 30 staff members of an early intervention program revealed no substantial discrepancies in their respective evaluations of a number of child behavior characteristics (mainly social). Even when parents subjectively perceived some value dissonance, their satisfaction with the day care program was not affected.

EJ 162 769

Celebration in Learning.
Reece, Carolyn
Children Today, 6,3, 18-21, 36 May/Jun 77

Describes "celebration in learning," a demonstration classroom designed for visits by parents and children. The children play while adults receive suggestions for learning activities and materials.

EJ 159 260

Mothers' Expectations of Child Care.
Auerbach-Fink, Stevanne
Young Children, 32, 4, 12-21 May 77

Comments on interviews with several hundred San Francisco working mothers of varying backgrounds about the problems of child care, including: concern for the child's needs, locating services, learning experiences, safety, nutrition, staff qualities, and parent participation.

EJ 155 645

Parent Involvement in Day Care: Its Impact on Staff and Classroom Environments.
Shapiro, Sylvia
Child Welfare, 56, 1, 749-60 Jan 77

A large-scale study of the extent of parent involvement on boards in pre-school day care indicates that intensity of involvement, rather than the number of parents involved, is the key factor. The impact of parent involvement on staff and classroom environment also is examined.

EJ 155 615

Working with Parents on the Run.

Nedler, Shari

Childhood Education, 53, 3, 128-32 Jan 77

Suggests ways to involve working parents with the early childhood education programs in which their children are enrolled.

ED 156 351

Infant Day Care and the Family: Regulatory Strategies to Ensure Parent Participation.

Fein, Greta G.

Sep 77 66p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This paper examines federal requirements which promote parent involvement in day care, particularly in services for children under 3 years of age. The rationale for parent participation in poverty programs for children is discussed from three perspectives--political, economic, and socio-psychological--and Project Head Start's application of this rationale to poverty program guidelines is described. The basis for parent participation in day care for children of all socioeconomic backgrounds is delineated in terms of the role of the parent as guardian, as consumer, and as citizen. Also discussed are the physical vulnerability of the infant, the development of social attachments, and the influence of early experiences on the child's subsequent development as they affect parent participation in infant day care. The 1968 federal interagency day care requirements (FIDCR) statement on parent participation is examined and two alternatives to the 1968 statement, based on a 1972 proposed revision of the FIDCR, are suggested. One alternative deals with regulations at a national level regarding collaboration between parent and institution, and parent participation at a city level. Recommendations for new federal requirements are presented.

ED 154 286

Parental Reflections on the Child Care Decision Making Process.

Suelze, Marijean; And Others

Aug 77 25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This paper examines the factors which have contributed to the need for an expansion of extra-familial child care arrangements, and reports the findings of an exploratory study which investigated the decision-making process whereby parents opted for supplementary care for their children. Group interviews were conducted with parents whose children were enrolled in nursery schools, family day care homes, day care centers operated by voluntary associations, day care centers operated by the local community, and residential centers run by the state. Precipitating conditions prior

to considering child care outside the home are presented first in terms of: educational and labor force participation, changes in marital status, and the psychological and emotional well-being of the parents. The decision-making process is discussed in terms of: the initial decision to have children cared for outside the home, the roles of both parents in making the decision (in the case of married couples), who parents consult in making their decision, and the subsequent selection of a placement among a variety of options. Also explored are parents' initial feelings about having their children cared for outside the home and the feedback received from others regarding their decision.

ED 153 732

What Do Licensers Say to Parents Who Ask Their Help in Selecting Quality Day Care.

Bradbard, Marilyn R.; Endsley, Richard C.

78 15p.

EDRS Price MD-\$0.83 HC-\$1.67 Plus Postage

This paper discusses a survey which was conducted to determine what licensers in different states say to parents who call them seeking help in selecting a day care program for their children, and confirms the assumption that parents have few resources available to help them select good day care. A questionnaire regarding the kinds of information that licensers are able to provide parents was sent to state day care licensing agencies in each of the 50 states and the District of Columbia. Responses to the survey indicate that with a few exceptions, state day care licensing agencies have written or unwritten policies which prevent licensers from providing parents with information on the quality of specific local day care centers or recommending one center over another. In most cases, then, licensing guidelines do not provide parents with a tool they can use to distinguish those centers that barely meet minimum standards from those that go far beyond minimum standards.

V. SPECIAL TYPES OF DAY CARE

A. School Age Day Care

EJ 182 841

Before and After School Day Care--Parents' Evaluation.

Pierce, Jean W.

Illinois School Research and Development, 14, 3, 123-26 Spr 78

In response to the need for before and after school day care, four centers in public schools located in DeKalb, Illinois, were equipped and staffed by a not-for-profit private organization. Describes their activities and the attitudes of parents toward their implementation.

EJ 164 806

Day Care: Have We Forgotten the School-Age Child.

Harris, Oliver C.

Child Welfare, 56, 7, 440-48 Jul 77

Argues that there is a serious lack of research on programs for day care for school-aged children. Examines the opinions of working mothers of school-aged children and the arrangements they make for after school care.

EJ 165 427

Extended Day.

Stark, Rosalind

Journal of Home Economics, 69, 4, 7-10 Sep 77

Describes features of the Arlington County (Virginia) extended day program, which has been in existence for nine years, is designed to provide after-school-hours day care for the elementary school children of working parents, and is in operation in 21 of Arlington's 25 elementary schools.

ED 149 859

Activities for School-Age Child Care.

Blau, Rosalie; And Others

77 96p.

Available from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (Paper, \$3.50, plus \$0.35 postage and handling).

Document not available from EDRS.

This book presents ideas for developing day care programs to serve children (aged 5-10) before and after school hours as well as during vacation periods. The general program, including schedules, routines and daily activities, is described. The main body of the book presents ideas for learning and play activities in specific areas, including active play; arts and crafts;

blocks; dramatic play; puppets; music and dance; stitchery; woodworking; water, sand and mud; cooking; and science activities. Each description includes lists of equipment, materials, storage suggestions, discussion topics, ideas to try and further resources. The book also includes ideas for utilizing community resources in the program. The final chapter discusses the role of the center staff through staff meetings and general staff interaction in the development of an effective program.

ED 156 349

The Evaluation of Existing Federal Interagency Day Care Requirements:
Day Care for the School-Age Child.

Bergstrom, Joan M.; Dreher, Donna L.

77 139p. Filmed from best available copy. For related documents, see
ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

As part of an evaluation of the existing federal interagency day care requirements (FIDCR), this paper reviews the current regulations and presents recommendations for modifications in the requirements as they relate to group or family day care services for school age children from 5 to 14 years of age. The paper is divided into five major sections. Section I reviews the scope of the paper. Section II presents a discussion of the appropriateness of FIDCR for programs for school age children. Section III describes the characteristics, developmental needs, and problems of children from 5 to 14. Section IV presents recommendations for services and standards for programs serving these children. Included in this section are recommendations for facilities; staffing; educational, health, social, and nutritional services; parent involvement; and the legal liability of day care providers. Section V presents recommendations for the types of technical assistance which the federal government could provide to state and local agencies. A list of references and eleven appendices are also included in the paper. The appendices include lists of contributors; the forms, letters, and questionnaires used in the evaluation; a description of the ERIC Computer Search Program used to identify references; and four invited position papers on television viewing, obesity, nutritional programs, and health problems of school-age children.

ED 153 712

Latch Key: Developing Child Care Programs Through Community Education.

Cramer, James P.; And Others

77 24p.

Available from Latch Key, 6425 West 33rd Street, St. Louis Park, Minnesota
55426 (1-9 copies, \$2.00 each; 10 or more copies, \$1.75 each).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This guide to the Latch Key Program for after-school day care explores rationale and methods for developing Latch Key programs in the public schools to provide low cost after-school care for children (grades 1-6) of working or student parents. (Some programs have been provided for kindergarten children and some have been expanded to full time during summer and holiday periods.) The booklet outlines Latch Key program goals and the community education concept of maximum use of tax-supported schools to meet the needs of all age groups in the community. Community support factors are cited and support and financing strategies described. A section on leadership, staffing and training covers the coordinator's role, use of public school and paraprofessional personnel, and inservice training. A section on parent participation deals with the crucial role of parent advisory groups and the need for informal parent involvement. Discussion of program operation considers relationships with regular school personnel, state licensing regulations, personnel standards and program evaluation.

B. Infant/Toddler Day Care

ED 152 408

A Manual for Caregivers of Infants and Toddlers.

Anselmo, Sandra; Petersen, Jane Dunlap

78 77p.

Available from R & E Research Associates, Inc., 4843 Mission Street, San Francisco, California 94112 (\$6.00)

Document not available from EDRS.

This manual designed for caregivers describes the practices and activity plans of the infant-toddler group at the University of Iowa Early Childhood Education Center. Emphasis is placed on working with children between 12 and 36 months of age. The manual is divided into five main sections. Section 1 explains the composition of the infant-toddler group. Section 2 describes a typical day at the center. Section 3 discusses the characteristics that are valued in caregivers of young children. Section 4 lists the equipment available in the center. Section 5 presents activity plans which staff members have used successfully to encourage intellectual, language, large and small muscle development.

ED 147 035

The Infant Center: A Complete Guide to Organizing and Managing Infant Day Care.

Herbert-Jackson, Emily; And Others

77 224p.

Available from University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (\$15.75)

Document not available from EDRS.

This book is a guide to organizing and managing an infant day care center. Part I includes two chapters: about infant day care; and arranging space for babies. Part II discusses being a caregiver and includes chapters on play; feeding; diapering; sleep; receiving/departing; and handling emergencies and illnesses. Part III focuses on the role of the supervisor and includes chapters on communicating with parents; hiring, training and scheduling caregivers; maintaining quality; and other supervisory duties. Part IV includes two chapters on the different roles of administrators: consultant and sponsor. Appendices include reading lists, equipment and supply lists, sample information materials, and plans for building infant center furniture.

C. Drop-in/Crisis Care

EJ 165 428

Drop-in Child Care.

Van Camp, Sarah S.; Grimes, Andrea

Journal of Home Economics, 69, 4, 11-13 Sep 77

Features of the drop-in child care room provided to parents who come to the Floyd I. Hudson Health and Social Services Center in Newark, Delaware are described.

ED 153 716

Drop-in Day Care is Good for Kids.

Beyer-Paulsen, Kathleen; And Others

Nov 77 10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This paper describes a drop-in day care program designed to meet the scheduling needs of the whole family. Among the topics discussed are the need for flexible scheduling, the scope of the program as a family support system, administration of a drop-in/flexible schedule program, the curriculum, and staffing flexible scheduling. Suggestions are made for training and supervision of staff. The day care program described has been in operation at the University of Wisconsin-Milwaukee Day Care Center for six years and is based on the educational philosophy that children learn through play to understand the world in which they live.

ED 151 084

"I Love My Child But I Need Help.": How to Develop a Crisis Nursery.

Curtis, Joan C.

77 26p.

Available from RISWR, Inc., P.O. Box 152, Athens, Georgia 30603 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This booklet presents guidelines for the development of various types of 24-hour crisis nurseries designed to counter or prevent child abuse by providing parents with emergency relief from child care. Such centers accommodate small groups of children for a limited maximum time, ranging from 72 hours to six months. Topics covered are: types of nurseries, funding, staff, policies and procedures, and public awareness. Two model programs (an emergency shelter and a residential treatment center) are discussed in terms of goals, functions and logistics (location, number of children and duration of stay). Options for local, state or federal funding and the comparative advantages and disadvantages of each are discussed. Staff composition and training are discussed, and special staffing needs relating to care of abused or neglected children are considered. A section on policies and procedures deals with possible center misuse by parents, relationships with local social service agencies, laws relating to child abuse reporting standards, and admission procedures. Involvement of the media in encouraging client self-referral is discussed.

D. Campus Day Care

EJ 162 765

Child Care on the Campus.

Grossman, Bruce D.; Keyes, Carol

Children Today, 6, 3, 2-5, 34 May-Jun 77

Describes a child care preschool program designed for children of university students.

EJ 155 621

Child Care on Campus.

Cargill, Grace Hernandez

Young Children, 32, 2, 20-23 Jan 77

Describes California State University at Northridge Associated Students' Campus Day Care Center.

VI. POLICY AND STANDARDS

EJ 178 152

Day Care in the Schools? A Response to the Position of the AFT.

Greenman, James

Young Children, 33, 4, 4-13 May 78

A critical examination of the American Federation of Teachers (AFT) proposal for public school administration of federally supported child care programs. Presents the AFT position in detail, then explores distinctions between day care and school programs in terms of child-rearing responsibility and of developmental differences. Urges sensitivity to varied community needs.

EJ 176 780

Child Care, Government Financing, and the Public Schools: Lessons from the California Children's Centers.

Grubb, W. Norton; Lazerson, Marvin

School Review, 86, 1, 5-37 Nov 77

Gives a history of day care as it has evolved in the United States and describes California children's centers, a system of state-funded day-care centers that have been under the aegis of the public schools. The lessons learned from these centers is that traditional emphasis of flexible programs and other features valued by day-care experts will suffer if the programs are located in public schools.

EJ 176 074

Federal Day Care Standards: Rationale and Recommendations.

Cohen, Donald J.; Zigler, Edward

Young Children, 33, 3, 24-32 Mar 78

A discussion of the need to develop explicit, enforceable, and economically realistic federal day care standards.

EJ 168 962

"Child Care": The Fiscal Time Bomb.

Bruce-Briggs, B.

Public Interest, 49, 87-102 Fall 77

Notes that one of the reasons that so many social workers are sympathetic to the day care movement is that they do not believe that families are capable of providing their children with the necessary guidance and care.

EJ 162 772

Day Care Policy: Some Modest Proposals.

Zigler, Edward; Hunsinger, Susan

Day Care and Early Education, 4, 5, 9-11 May-Jun 77

Suggestions concerning federal day care policy emphasize the need to: provide more after school care, upgrade existing family day care, expand infant care, train more personnel, fund more equitably, set and then enforce realistic standards, set up community referral agencies, and reorganize the federal child care bureauacy.

ED 156 359

The Appropriateness of the Federal Interagency Day Care Requirements.
Report of Findings and Recommendations.

Jun 78 337p. For related documents, see ED 149 861 and ED 156 339 -
ED 156 359

Available from Superintendent of Documents, U.S. Government Printing
Office, Washington, D.C. 20402 (Stock No. 017-000-00211-2, \$5.50)
EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

This report presents an evaluation of the federal interagency day care requirements (FIDCR) conducted by the Department of Health, Education, and Welfare. The evaluation focuses on the appropriateness of the requirements for federally supported day care programs authorized by Title XX of the Social Security Act. The first chapter of the report represent an overview of the current status of day care in the United States and describes the rationale behind the development of the FIDCR. Chapter II examines the impact of the FIDCR on children, families, and providers, covering such topics as grouping of children, caregiver qualifications, social and education services, environmental standards, parent involvement, health and nutrition. Chapter III analyzes the costs of imposing the FIDCR on day care centers, family day care, and in-home care. Chapter IV explores questions of the administration and enforcement of the FIDCR at federal, state, and local levels of government. Chapter V presents conclusions of the report and recommendations for revisions in the federal regulations. Appendices include the text and the legislative history of the FIDCR, a summary of comments from panel meetings on the appropriateness of the regulations, and a review of the preliminary findings of the National Day Care Study.

ED 156 353

The Challenge of Child Day Care Needs and Improved Federal and State Approaches to Day Care Standard Setting and Enforcement.

Costin, Lela B.; And Others

Mar 77 96p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359. Filmed from best available copy.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This paper examines child day care needs and ways that federal and state approaches to day care standard setting and enforcement might be improved. Chapter I documents the magnitude of child day care needs, citing Department of Labor, Census, and other survey statistics on the numbers of children needing day care and the number of day care centers and homes in operation. Chapter II reviews the history of state regulation of out-of-home child day care from the 1800's to the present. Chapter III analyzes the current status of center and family day care home regulation. Chapter IV presents survey statistics demonstrating the existence of quality problems in day care facilities. Chapter V outlines four basic problems in current state and local licensing practices and offers recommendations as to how these problems might be alleviated. The four problem areas scrutinized are: (1) interrelationships of agencies involved, (2) acquiring, training, and retaining qualified licensing staff, (3) uniform administration of regulatory standards, and (4) fairness in rule making. Chapter VI calls for federal legislation and increased federal funding to improve day care program quality and discusses what the role of the federal and state governments in day care licensing should be. Appendix A probes the legality of federal participation in the day care regulatory process. Appendix B explores alternatives to current licensing approaches including the substitution of registration for licensing and the development of a network of family day care homes linked to central service centers.

ED 156 352

The Child Care Market: A Review of the Evidence and Implications for Federal Policy.

Hill, C. Russell

Jan 77 87p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This report reviews and critiques several existing studies of the child care market in order to determine the factors which lead families with working mothers to use different modes of child care. This analysis is further used to discuss federal policies which affect the child care market. Studies reviewed use different data sources and methodologies. The primary type of study reviewed is a "demand" analysis in which child care is treated as a commodity for which the consumer has a preference

which is revealed in a market situation. Findings indicate that the size and age composition of the family and the working woman's wage rates have an important effect on the chosen mode of child care. Preferred modes of child care and the market for these modes are also discussed. Arguments for expanded national day care coverage are based on four factors: (1) large waiting lists in day care centers, (2) increasing numbers of female headed households, (3) increasing labor force participation of women with preschool children, and (4) the impression that self care or care by older siblings is inadequate, the studies of the market for preschool child services lead to four conclusions. It is indicated that the role of the federal government should be one of improving the market by promoting both efficiency and equity through a system of public and private child care financing and by providing information on alternatives in the child care market.

ED 156 347

Alternatives to FIDCR: The Feasibility of State Standards for Certification of Federally-Supported Day Care.

Rowe, Richard R.

Aug 77 39p. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This paper discusses some alternatives to the Federal Interagency Day Care Requirements (FIDCR) including the feasibility of developing state standards for certification of federally-supported day care. Section I describes briefly the background and political context of current federal policies concerning day care regulation. Section II discusses some major policy issues related to day care regulation: federal policy toward day care, the roles of standards, the legal status of federal regulations, and state roles in day care regulation. Section III describes some of the possible mechanisms which could be used in a system of state certification of federally-supported day care. Explored are procedures to be used, possible federal guidelines useful for states in establishing their own standards, and possible ways of implementing and monitoring such a system. Section IV describes rough cost estimates of such a state certification system and section V presents a summary of the conclusions.

ED 156 345

Federal Day Care Standards: Rationale and Recommendations.

Cohen, Donald J.; Zigler, Edward

Jul 77 36p. Filmed from best available copy. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This essay reviews the history of and reasons for the federal government's reluctance to enforce standards for day care quality. It is argued that the federal government must at least assure that the day care it subsidizes is not detrimental to children. Several revisions in the existing federal standards and the mechanisms for enforcing them are suggested. First, the federal interagency day care requirements (FIDCR) should be made more explicit, operationally definable, enforceable, and economically realistic. Second, to assure accountability, fiscal and monitoring review responsibilities should be based in a federal agency specifically committed to children and families. Third, federal, state and local agencies involved with day care must have resources to facilitate improvement and limit abuses. Finally, standards should allow for pluralism in providing day care in various settings, for various age groups, and by various types of providers.

ED 156 344

Federal Day Care Standards and the Law.

Morgan, Gwen G.

Aug 77 75p. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This paper reviews the legal aspects of the Federal Interagency Day Care Requirements (FIDCR). Section I describes the scope of the regulations and the sanctions used to uphold them, namely the withholding or withdrawing of federal funds. This section examines some of the potential legal challenges to the regulations, constitutional issues, special enforcement issues in family day care, the federal-state relationship, and the state of the art in day care licensing. Also included is a general critique of the FIDCR. Section II describes some of the issues and options facing the federal government in the revision and enforcement of the federal standards. The recommendations based on these strategies reflect the following concerns: the relationship between federal standards and state licensing, the content of proposed standards, provisions for inspection and monitoring of programs, and the federal role in the development and improvement of day care services in the next ten years.

ED 156 343

Federal Day Care Standards in Context.

Morgan, Gwen G.

Aug 77 51p. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This paper examines the current context and historical background of federal day care standards. Section I briefly defines the term standards, describes different types of standards, and discusses the rationale for minimum day care standards. Also examined in this section are: the process of standard formulation; legal defense of a standard as reasonable; dangers

in standards as seen by the legal profession; and standards as a vehicle for social change. Section II traces the history of day care standards in the United States. Topics discussed include: (1) early history, (2) standards and national organizations, (3) recent history of standards and the government, (4) legislative history of the federal interagency day care requirements, (5) congressional intent, (6) administrative history of FIDCR, (7) evolution of standards for day care, (8) some basic issues, and (9) regulation in context.

ED 153 708

Day Care: A Program in Search of a Policy.

Bikales, Gerda

78 129p. Available from Center for Analysis of Public Issues, 16 Vandeventer Avenue, Princeton, New Jersey 08540 (\$5.00, plus \$0.70 shipping).

EDRS Price MF-\$0.83 Plus Postage. Hard Copy not available from EDRS.

This report examines current issues relating to day care and challenges many of the policy assumptions that underlie a major public program of subsidized day care for children. A historical perspective of day care is presented and various types of day care are described. The costs and benefits of day care are examined and the relation of day care to women's liberation is discussed. New Jersey's organization and administration of day care services is examined in detail. Based on the information reviewed in the report, it was recommended that day care programs: (1) should not be universal, (2) should be limited to sound custodial care rather than "schools for toddlers," (3) should include only funds for sound custodial care of children with financing for public health, educational, and social services coming from other programs designed for those purposes, (4) should be subsidized through vouchers rather than direct subsidies to program operators, (5) should use day care subsidies where they are likely to have the most beneficial impact upon families and upon society at large, and (6) should give top priority to expansion of after-school day care, should de-emphasize preschool day care and should provide infant day care only in special circumstances.

ED 151 618

Public Policy for Children: A Psychological Perspective.

Feshbach, Seymour; Feshbach, Norma D.

Aug 77 21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

The formulation of public policy affecting children requires the participation of a wide spectrum of psychological experts. This should include both investigator and practitioner, since each has something important to contribute to the discussion. The psychologist may contribute to policy analysis and debate in the role of expert or as advocate. It is important to distinguish between these roles, being particularly careful to avoid equating vigor of advocacy with certainty of scientific judgment. It is also important to establish a mechanism by which the view of psychologists can be most effectively formulated and expressed.

ED 149 861

Policy Issues in Day Care: Summaries of 21 Papers.

Center for Systems and Program Development, Inc., Washington, D.C.

Nov 77 144p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

This report presents summaries of 21 papers which address various issues related to day care policy formation. The papers were commissioned as part of the information gathering and dissemination activities of the Federal Interagency Day Care Requirements (FIDCR) appropriateness study. The summaries of the papers are divided into four topical clusters. Cluster I includes two papers which describe the history of FIDCR. These papers review the factors which precipitated the development of the requirements, their intended role, proposed revisions and possible problem areas. Cluster II includes six papers which address issues related to the role of functioning. This research indicates that a therapeutic day-care program can significantly enhance an aftercare program.

ED 148 486

Demonstration Project for the Registration of Family Day Care Homes.
Final Report.

Michigan State Dept. of Social Services, Lansing.

May 77 133p. Not available in hard copy due to marginal quality of print in parts of document.

EDRS Price MF-\$0.83 Plus Postage. Hard copy not available from EDRS.

This report describes a two-year State of Michigan demonstration project designed to investigate the feasibility of regulating family day care homes through a registration process that would be more effective and economical than the present licensing system. Registration is defined as the process whereby the State Department of Social Services maintains a record of family day care homes, requiring the provider to self-certify substantial compliance with state regulations. Four primary hypotheses tested were that registration counties in contrast to licensing counties, would have: (1) a greater percentage of increase in the number of children receiving care; (2) an equal or lower percentage of regulated homes with rule violations; (3) equal or lower expenditures of funds per home regulated; and (4) providers who were more willing to be regulated. The project sample consisted of six Virginia counties with 5,600 children in 1,900 family day care homes. Two experimental groups (of 2 counties each) used, in one case, registration with training and public information components and, in the other, licensing with the same components; a control group of two counties used current licensing practices. The report describes project development, methods, findings and recommendations. Findings indicate that the registration process: (1) is perceived by providers as easier, (2) is less expensive, and (3) can regulate more homes than the licensing process, but (4) does not provide as much compliance with rules as does licensing.

ED 148 480

Issues Involved in Differentiating Theory, Practice and Gaps: A
Developmentalist's Point of View.

Lounsbury, Karen Rasmussen

Nov 77 11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This paper discusses some of the issues involved in determining policies and standards for day care services for children. The paper raises questions concerning both the definition of quality child care and the problems involved in implementing quality standards at the level of policy formation and in the centers and day care homes themselves. Research has demonstrated the possible detrimental effects of poor quality institutionalization and of maternal deprivation. Other research has demonstrated children's general resiliency. This research has led to questions of appropriate age groups for day care, of suitable curriculum, and of suitable program structures. It is suggested that present licensing standards, which vary from state to state, are based more on intuition than on research evidence. The paper also suggests that child advocate groups organize and disseminate information on child development and child care to the public who will in turn influence legislation through community support. Because of the increasing costs of day care, legislation will be important for establishing child care subsidies as well as for determining program standards. In addition to these concerns, issues relating to the monitoring of programs through inspection are also discussed. Issues involved in balancing the need for standards with the problems of program costs are emphasized.

ED 147 037

A Comparative Evaluation of State Day Care Personnel Standards.

77 63p. Master's Thesis, Univerisity of Wisconsin (Madison). Tables on pages 39-56 may be marginally legible due to quality of print.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This master's thesis presents a survey of state standards for day care personnel using data gathered from copies of general state day care requirements. Requirements for day care teachers are organized into five categories: health, education, abilities, personality and extraneous variables. Five questions are asked in the survey concerning minimal state requirements, most frequently mentioned specific and general requirements, personality requirements and whether a set of personality traits could be identified from survey responses. The survey indicated that standards were highly variable across states. Among other results, the survey indicated a ranking of priorities across states. Health, education, extraneous, personality and ability ranked from most to least important as state concerns. Although previous research had indicated the importance of personality variables in teacher performance, these traits were not emphasized in many state requirements. Important personality traits mentioned most frequently, however, included good character, understanding and emotional maturity. Tables are presented which allow comparisons of specific and general requirements across states. Relevant research and historical data on day care are also reviewed.

ED 147 032

Summaries of the State-of-the-Art Position Papers on Day Care.

Texas State Dept. of Public Welfare, Austin.

Jul 77 39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This review consists of summaries of 20 position papers presenting varying viewpoints on aspects of the federal interagency day care requirements (FIDCR). Among the authors represented are Gwen Morgan, Edward Zigler, Greta Fein, Henry Ricciuti, Urie Bronfenbrenner, Jerome Kagan and Elizabeth Prescott. Seven of the position papers deal with legal aspects, administration, and the role of governments in the regulation of day care. Four papers are concerned with the impact of day care on infants and preschoolers. Health, safety and environmental issues in day care were covered in three other papers. The remaining six papers cover staffing issues, school age day care, the impact of FIDCR on families and marketplace issues.

ED 143 443

The Trouble with Title XX: A Review of Child Daycare Policy.

Morgan, Gwen G.

Sep 77 35p. Available from ERIC Clearinghouse on Early Childhood

Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 167, \$2.00).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This discussion of government policy concerning child day care calls for a shift from provider-oriented to consumer-oriented services funded under Title XX of the social security amendments. Three general views of child day care are described: the social services view, the school-oriented view, and a newer, parent-supportive, consumer-oriented view. An extensive discussion focuses on major problems of the Title XX program for child day care, including: restrictive federal requirements, such as the ceiling on state expenditures and the requirement that a single state agency administer the state's entire Title XX program; absence of a preventive and family-supportive approach to day care; limits to eligibility and lack of a sliding fee scale (in 20 states), resulting in segregation of the poor; faulty payment methods; and inadequate provision of training, particularly for licensing and regulatory personnel. Options for new legislative and administrative solutions to these problems are discussed. Recommendations include: increased citizen-consumer voice in policy-making, a flexible delivery system to match shifting demand patterns, universal accessibility, and a sliding fee scale.

ED 143 862

The Hypothetical Labor Market Response of Black and White Women to a
National Program of Free Day Care Centers.

Shortlidge, Richard L., Jr.

Aug 77 24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Data obtained from the national longitudinal surveys of women who were 17 to 27 and 34 to 48 years of age in 1971 were utilized to analyze the potential female labor supply response to a national program of free day care centers. Women who were out of the labor force at the time of the 1971 survey were asked about their willingness to seek employment if free day care centers were available to them. Whether a woman would search for employment if given access to free day care facilities is hypothesized to be a function of (1) her family's composition, (2) her previous labor market behavior and attitudes, (3) her family's earnings, (4) her educational attainment, and (5) her geographic location and the demand for female labor in her locality. The analysis indicates that the availability of free day care centers would draw proportionally more black than white women with children under six into the labor force. For both whites and blacks, the impact would be greatest among those women with a positive orientation toward employment outside the home.

VII. DAY CARE IN OTHER COUNTRIES

EJ 176 377

Face to Face with Poverty: The Mobile Creches in India.

Mahadevan, Meera

Prospects: Quarterly Review of Education, 7, 4, 570-9, 77

Outlines India's attempt to bring educational services to the poorest sections of its society. Examines mobile child care centers (creches), nursery and elementary schools, training of creche workers, education of parents, and use of community resources.

EJ 176 374

Nonformal Education Programmes for Children and Parents in Peru.

Salazar, Juana Consuelo Ibanez

Prospects: Quarterly Review of Education, 7, 4, 549-56, 77

While briefly examining the social and economic problems of public education in Latin America, this article describes a national program designed to care for and educate the preschool child, particularly in poor communities. Parenthood education, training of paraprofessionals, and use of the community and its resources are stressed.

EJ 164 799

The First Eight Years in New Zealand.

Barney, David

Australian Journal of Early Childhood, 2, 1, 6-13, Mar 77

New Zealand's health and education programs for children ages 0 through 8 are described.

EJ 164 798

Children's Services and the Commonwealth Government.

Guilfoyle, Margaret

Australian Journal of Early Childhood, 2, 1, 3-5, Mar 77

Describes the nature of priorities for funding preschool programs in Australia.

EJ 164 752

A Comparison of Group Day and Family Child-Rearing Patterns in Sweden.

Cochran, Moncrieff M.

Child Development, 48, 2, 702-707, Jun 77

This naturalistic field study of child-rearing patterns compared observational and developmental data for 60 home-based and 60 day care center-based Swedish toddlers.

EJ 164 697

The Reactions of Soviet Nursery Day-Care and Boarding-Care Children To a Stranger Situation.

Ispa, Jean

Developmental Psychology, 13, 4, 421-422, Jul 77

EJ 167 098

The Problem, Not the Solution.

Hannon, Peter

Times Educational Supplement (London), 3241, 16-7, Jul 15 77

Asks some critical questions about the effectiveness and desirability of childminding.

EJ 159 825

Back Street Mothering.

Croall, Jonathan

Times Educational Supplement (London), 3215, 18-9, Jan 14 77

Reports on the National Children's Centre in Huddersfield which has become a focus for the education and support of local child minders.

ED 156 342

Licensing, Standards, and Regulations in Child Care Programs in Europe, Canada, and Israel. Final Report (Revised Edition).

Jul 77 81p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This report presents comparative data on standards and regulations for child care programs in Europe, Canada, Israel. Three models of child care systems are identified, and their implementation in eleven countries is described. Model I, the "Anglo-American" model implemented in the United Kingdom and Canada, includes two or more parallel systems both serving the whole age groups from birth to compulsory school age; the care function is stressed by one system and the educational function by the other. Model II, followed in Sweden and Finland, features one integrated child care system for all children under compulsory school age, in which care, socialization and education are provided in a unified administrative structure. Model III includes two age-related systems: one, for children under 3, which stresses the care function

and child socialization and development, and a second, for children aged 3 to compulsory school age, which emphasizes educational goals in addition to care, socialization and development. This model is followed in France, Poland, Federal Republic of Germany, Italy, Denmark, Yugoslavia, and Israel. The report identifies which government levels are responsible for standards in different countries, and suggests major trends and patterns with regard to the categories of standards and regulations, the range of standards and the nature and extent of compliance and enforcement. After each country's system is described, overall conclusions comparing the systems are presented.

ED 148 477

Learning About Life the Playful Way: From Kindergarten to Play Group.
Situation Report.

Kischke, Martina I.

Oct 77 15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This paper describes various types of child care services available for preschool children in West Germany. The paper emphasizes the importance of play in children's cognitive and social development. Preschool experiences guided by a trained staff are considered an important complement to family life. According to the paper, West Germany is progressing well in providing programs for parents who want or need child care services. The paper describes a variety of services which are currently being provided, tested or planned. One such service is the "playmobile", a bus equipped with games and activities which stops at various play-grounds. Creches for children under 3, kindergartens for children from 3 to 6, and play groups for school-aged children are run by both public and private agencies. Other programs include mothers' groups where mothers gather while their children play, company kindergartens provided for the children of employees, family day care services provided in private homes and integrated kindergartens for disabled and non-disabled children. The importance of outdoor playgrounds and provisions for them are also discussed. The final section of the paper considers programs for 5-year-old children which are planned to provide smooth transition into elementary school.

VII. GENERAL TOPICS

EJ 182 048

Rural Day Care: A Social Service Delivery Problem.

Brown, Barbara J.

Human Services in the Rural Environment, 3, 2, 19-24, Feb 78

Listing and describing projects that have been developed to support home-centered day care programs, this article presents major questions relative to the care of children in rural areas.

EJ 182 016

Day Care and Community: The Necessary Partnership.

Nover, Aimee, Segal, Ann

Children Today, 7, 3, 2-6, May-Jun 78

Describes the development of a day care center which has from its inception, mobilized and utilized the resources of the family, the neighborhood, the community and the county. The program stresses involvement of parents as policy makers.

EJ 172 860

Whatever Happened to Early Childhood Education.

Levenson, Dorothy

Instructor, 87, 3, 66-71, 134-8, Oct 77

A special report on the impact of early childhood education, its successes and failures.

EJ 172 375

Is Day Care as Good as a Good Home.

Prescott, Elizabeth

Young Children, 33, 2, 13-19, Jan 78

A comparison of various types of day care services with the care children receive in their own homes.

EJ 168 306

Child Care: Where Do we Go From Here.

Auerbach, Stevanne

Day Care and Early Education, 5, 1, 28-30, F 77

Proposes future developments in child care services.

EJ 162 747

Harvesting Child Care in the Sunshine State.

Sheinman, Allen J.

Day Care and Early Education, 4, 4, 26-28, 46, Mar-Apr 77

Presents events of the 1977 Florida Focus on Child Care Conference of the Day Care and Child Development Council of America.

ED 156 355

Multigenerational Day Care.

Kerschner, Paul A.

77 126p. Pages 127-130 of the original document are copyrighted and therefore not available. They are not included in the pagination.

For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HF-\$7.35 Plus Postage

This study explores the potential benefits of multigenerational day care programs. Two small preschool programs serving predominantly low income black families were chosen for comparison. The programs were matched for child/staff ratio, level of staff professionalism, and characteristics of families served. The programs differed, however, in their educational philosophies and in the physical facilities available to them. One program was considered a traditional child care program; the second involved the use of foster grandparents over 60 years of age as para-professionals assisting in children's activities. Data were collected through testing, interviews, and observations involving children, parents, older adults, staff members, and other professionals in the fields of child care, gerontology and volunteerism. The data were used to analyze the attitudes of the children, parents, and staff, and the interactions among children, staff and older adults in each program. Also examined were the levels of professionalism necessitated by the multigenerational programs. Although results from testing suggested few differences between the traditional and the multigenerational programs, data from interviews and observations suggested that both the children and the older adults benefited from the experimental program. On the basis of the findings, suggestions are made for revisions to the federal interagency day care requirements as they pertain to multigenerational child care programs. In addition to the study, the paper presents background material on the potential role older adults can play in various types of child care programs.

ED 154 915

Rural and Urban Differences in Day Care

Olsen, Glenn William

77 91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This study investigates rural and urban differences in the need for and use of child care services. The research reported here consists of a secondary analysis of data collected in needs assessment questionnaires administered in four areas: rural Dane County, Wisconsin; Urban Stoughton, Wisconsin; Urban Madison, Wisconsin; and a five-county area in North Central Minnesota identified as 50% rural farm, 27% rural non-farm, and 23% urban. Fourteen of the 16 items common to all four questionnaires had to be recorded due to differences in wording of questions and choice of responses offered across questionnaires. Results comparing the four sets of data showed that day care was used more by urban than by rural residents, that nursery schools were used by more urban than rural residents, that rural residents had their children in school all day more often than urban residents, while urban residents had their children in school part of the day more often than rural residents, and that relatives took care of children more in urban than in rural families. Results also showed that more rural residents said they needed after school day care and that urban residents were more likely to state that they had no need for child care. In addition, findings revealed that more rural residents knew of nursery schools and day care programs, licensed family day care homes, and other day care programs than did their urban counterparts. Questionnaires are included in the appendices.

ED 153 715

Education Before Five: A Handbook on Preschool Education.

Boegehold, Betty D.; And Others

77 213p.

EDRS Price MF-\$0.83 Plus Postage HC not available from EDRS

Available from Bank Street College of Education, 610 West 112th Street, New York, New York 10025 (\$5.00, plus \$0.75 handling).

This handbook was designed as a guide to acquaint child care workers and parents with the broad spectrum of preschool programs now in existence. In Section I, theoretical approaches to preschool education such as Montessori, Piagetian, progressive, developmental-interactionist, behaviorist, and psychoanalytic and the effects of these different approaches on practice are reviewed and discussed. Section II contains descriptions of a wide variety of center-based and home-based preschool programs and Section III presents a brief overview of the evaluation of preschool programs. In Section IV, some considerations and recommendations for establishing an effective preschool program are presented and in Section V, the importance of preschool education is examined. Section VI contains a discussion of trends, issues and future directions of preschool education. An extensive bibliography is included.

ED 152 411

National Day Care Study: Preliminary Findings and Their Implications.
Travers, Jeffrey; And Others

31 Jan 78 33p. For related documents, see ED 131 928-929 and ED 147 016.
EDRS Price MF-\$0.83 HC-\$20.96 Plus Postage

This interim report on the National Day Care Study (NDCS) presents preliminary findings of the 4-year research program designed to answer major policy questions about federal funding of center-based preschool day care. Major NDCS objectives have been to determine the impact of variations in staff-child ratio, group size, and staff size and qualifications on both the development of preschool children and the costs of center care. This document outlines the policy context within which the NDCS has been conducted, discusses its major objectives and overall design, and concludes with a presentation of preliminary findings and their implications, particularly the implications for Federal Interagency Day Care Requirements (FIDCR). The NDCS consists of a major cost-effects study, to which most of this report is devoted, and two substudies, from which findings are also included: an infant day care study (focusing on group care for children under 3 in 54 centers) and a supply study (a nationwide telephone survey of 3,100 centers). The major study has involved 1,800 children, 1,100 parents, caregivers in 120 classroom groups, and program and cost data gathered from 57 centers in Atlanta, Detroit and Seattle.

ED 148 497

A Look at 1977. Early Childhood Education: The Year in Review.

Hymes, James L., Jr.

78 24p. Document not available from EDRS

Available from Hacienda Press, Box A-I, Carmel, California 93921 (Paper, \$2.00; 20-copy bundles, \$20.00; payment must accompany orders).

This booklet presents brief, informal reviews of events related to early childhood education which occurred in the United States during 1977. Comments concern administration changes made during the Carter Administration, day care, CDA, research and policies affecting child health, Head Start, federal programs, family life, television, and developments in various states.

ED 147 016

National Day Care Study Second Annual Report, 1975-1976: Phase II Results and Phase III Design.

Travers, Jeffrey; And Others

Apr 77 111p. For First Annual Report, see ED 131 982-930.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

This second annual report of the National Day Care Study (NDCS), a 3-year study funded by the Office of Child Development, describes the work of the NDCS during the Phase II of the study (Sept. 1975 through Sept. 1976). The study was designed to answer policy questions concerning the effect of child ratio and other regulatable center characteristics on child development, per child cost, and cost effectiveness of centers. Chapter 1 of this report discusses the design and sample of the study. Policy variables are explored in Chapter 2. They include staff qualifications, staff/child ratio and group size, and other regulatable center characteristics (physical environment, program orientation, supplemental services, etc.). Chapter 3 discusses the selection of child variables to be measured and instruments used, observation of caregivers and children, and parent interviews. Chapter 4 presents a status report of the financial analysis of the study. Chapter 5 presents Phase III design and data collection procedures. Included in Phase III will be a 49-center quasi-experiment and an eight-center experiment. Appendices include NDCS measurement and analysis methodology, descriptions of the National Supply Study and Infant Care Study, and lists of the consultant panel, OCD staff and consultants and NDCS staff.

ED 146 723

Innovative Programming for Children and Youth (The State of the Art).
Volume III of IV.

77 96p. For related information see, ED 146 721-22 and ED 146 724.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

The third of a series of four needs assessment related documents provides information on 17 innovative programs for children and youth in the areas of juvenile delinquency prevention and diversion, child abuse and neglect, day care, and child health care. Each project is reviewed in terms of the following areas: project cost, source of funding, target population, project goals, overview of project operation, innovative aspects of the project, project results/recommendations, and sources of further information. Project entries are presented alphabetically by title within subject areas. Among the programs covered are the adolescent diversion project (Urbana and Champaign, Illinois), the family stress center (Chula Vista, California), the Greeley Parent Child Center (Greeley, Colorado), and the Infant Intensive Care Project (Nassawadox and Norfolk, Virginia). Also included is a listing of funding information for programs for children and youth.

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